DOCUMENT RESUME

ED 238 898 TM 830 787

AUTHOR Stennett, R. G.; And Others
TITLE Kindergarten Language Screening Test: 1982-83 Norms. Research Report 83-06.
INSTITUTION London Board of Education (Ontario). Educational Research Services.
PUB DATE 83
NOTE 19p.
PUB TYPE Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Early Childhood Education; Kindergarten; *Language Acquisition; *Language Tests; School Readiness Tests; *Screening Tests; *Test Construction; *Test Norms; Test Validity
IDENTIFIERS *Kindergarten Language Screening Test; *London Board of Education ON

ABSTRACT

An integral part of London's early identification process involves an assessment of each pupil's speech and language development. During the 1981-82 school year some initial work was done on the development of a Kindergarten Language Screening Test (KLST). As a result, the KLST was modified and shortened. This paper reports the data derived from the administration of the revised KLST to all kindergarten children during December of the 1982-83 academic year. The major purposes of the analyses were: (1) to provide norms by sex and month of birth, (2) assess the psychometric properties of the revised KLST, and (3) provide data bearing on the concurrent validity of the test. The KLST, designed to assess 10 different aspects of a child's speech and language development, is contained in Appendix A. (Author/PN)

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KINDERGARTEN LANGUAGE SCREENING TEST: 1982-83 NORMS

R. G. Stennett, L. M. Earl & K. Ward

Research Report 83-06

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KINDERGARTEN LANGUAGE SCREENING TEST: 1982-83 NORMS

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An integral part of London's early identification process involves an assessment of each pupil's speech and language development. This task has traditionally been done by the system's speech and language teachers during the kindergarten year.

During the 1981-82 school year some initial work was done on the development of a Kindergarten Language Screening Test (KLST)(Stennett, R.G., Earl, L.M. and Stewart, R., 1982). As a result of this effort the KLST was modified and shortened. This paper reports the data derived from the administration of the revised KLST to all kindergarten children during December of the 1982-83 academic year.

The major purposes of the analyses were: (a) to provide norms by sex and month of birth (b) assess the psychometric properties of the revised KLST and (c) provide some data bearing on the concurrent validity of the test.

METHOD

Sample

All 2486 children enrolled in kindergarten in December 1982 were given the KLST individually by the speech and language teachers. For some analyses the 33 (1.3%) children who were repeating kindergarten and the 172 (6.9%) children who have English as a second language were excluded. A small number of additional cases were lost because of missing data for some variables.

Kindergarten Language Screening Test (KLST)

The KLST is designed to assess ten different aspects of a child's speech and language development (see Appendix A). The corresponding ten subtests (along with the total possible score on each) are: Consonant Articulation (10), Digit Span (4), Spatial Relationships (7), Following Directions (4), Auditory Association (5), Processing Oral Directions (6), Processing A Story Read Orally: Spontaneous Recall (8), Directed Recall (6), Verbal Descriptions (3) and Language Production (5). (Maximum Total Score = 58.)

In addition to these subtests, the teachers rated the child's expressive language in terms of highest level of complexity on a simple scale from 'single words' to 'sentence formation'. The teachers also noted whether English was a second language for the child and whether the pupil was currently on the speech and language teachers' caseload.

The KLST was administered individually to each child by a speech and language teacher during the month of December 1982 according to directions provided in a test manual. The same teachers also scored the tests. All of the test answer sheets were checked for accuracy and completeness in the Research Department.

It should be noted that, in the Following Directions subtest, a failure to specify a particular order in which children were to conduct the indicated tasks partially invalidated it.

Data Handling and Analysis

Appendix A gives the percent of all 2486 students giving a correct response to each item of the KLST when tested during December of their kindergarten year. The average age of the students at time of testing was 65 months. The sample contained slightly more boys (51.5%) than girls (48.5%).

Tables 1 to 11 give cumulative percentage distribution, by sex and month of birth, for each raw score (or range of scores) for the total KLST and for each of the ten subtests. That is, the figures in the body of the table give, for the particular sex and month-of-birth group, the percent of students whose score was *equal to or less than* the raw score found on the same row of the table.[1] For example, 52% of the boys born during the first three months of the year had a total KLST score of 50 or less, whereas 79% of the boys born in the last three months of the year had a score of 50 or less. Conversely, the cumulative percentages for a raw score of 50 for boys born in successive quarters of the year are 52, 56, 62 and 79.

It should be noted that the figures contained in Tables 1 to 11 are based on only those students who were enrolled in kindergarten for the first time and for whom English is their mother tongue. It should also be remembered that, since the KLST was given during December, raw test scores from students tested either earlier or later in the school year cannot appropriately be referred to Tables 1 to 11 to determine the cumulative percentage figures.

Table 12 gives the mean raw scores, separately by sex and month of birth, for all non-repeating, non-ESL students. It is clear from these data, as well as Tables 1 to 11, that kindergarten students' performance on the KLST varies as a function of their sex and age. Girls generally are more successful than boys and older children, i.e., those born early in the year, are more successful than the younger ones. Thus, the best performance is generally displayed by girls born early in the year and the worst performance by boys born late in the year. (The corresponding average KLST total raw scores are 49.2 and 44.1.)

The last three columns of Table 12 give the results of statistical tests (analysis of variance) of the differences in students' raw scores as

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[1]Cumulative percentages are *not* the equivalent of percentiles.

a function of sex, month of birth, and the combined effect of these two variables acting together (interaction effect). The figures in these columns give the probability that the observed differences could have occurred by chance; NS means that the differences were not statistically significant.

Psychometric Properties of the KLST

Students' scores on the ten KLST subtests were intercorrelated and the resulting matrix of correlations factor analysed. Table 13 gives the results of this statistical procedure. In effect, the factor analysis indicates that the various KLST subtests can be conceived as representing slightly different aspects of a single underlying dimension. The figures in Table 13 give the correlation of each subtest with this dimension.

All of the correlations among the KLST subtests are quite low, ranging from .07 to .48. The relatively small size of the correlations is in part due to the inherent unreliability of subtests made of so few items and to the fact that the distributions of subtest scores are very skewed.

The highly skewed distribution of KLST total scores is as expected for a test designed specifically as a screening instrument.

Concurrent Validity

The fact that KLST scores vary systematically with students' age and sex follows the expectations derived from a study of primary teachers early identification ratings (Stennett, R. G. & Earl, L. M., 1980).

Table 14 provides the average scores on the KLST for students who were (N=165) and were not (N=2244) on the speech and language teachers' caseload at the time of testing. These data indicate that the students on the caseload performed less well on all ten KLST subtests. Also, a larger proportion of current caseload students were: born between July and December (63.6 vs. 50.1%), boys (59.4 vs. 50.6%), and had English as a second language (13.3 vs. 6.6%). All of these factors are, of course, associated with poorer performance on the KLST.

While these findings do constitute evidence for the concurrent validity of the KLST, they also raise the question of the degree to which normal maturational differences are being mis-identified as language problems. It is hoped that the availability of sex and month-of-birth norms will assist in improving the accuracy of this differential diagnosis.

SUMMARY

Data derived from the administration of a revised version of the Kindergarten Language Screening Test (KLST) to all students enrolled in kindergarten during December of 1982 were used to develop sex and age norms. Further analyses of these data indicated the KLST tends to measure different aspects of a single underlying dimension and that the pattern of results provides some evidence for its concurrent validity.

References

Stennett, R. G, Earl, L. M. & Stewart, R. Kindergarten Language Screening: Preliminary Report. Board of Education for the City of London, Ontario, Research Report 82-06, 1982 (mimeo).

Stennett, R. G. & Earl, L. M. Early Identification System: Predictive Validity. Board of Education for the City of London, Ontario, Research Report 80-14, 1980 (mimeo).

TABLE 1 Cumulative Percentage Distributions of Total Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Students Tested During December of Their Kindergarten Year.

	Jan, Feb, Mar		Apr, May, June		July, Aug, Sept		Oct, Nov, Dec	
Raw Score	Male	Female	Male	Female	Male	Female	Male	Female
0 - 16	1	1	1	1	1	1	1	1
17 - 23	1	1	1	1	1	1	3	1
24 - 26	1	1	1	1	1	1	5	1
27 - 31	1	1	1	1	2	1	8	3
32 - 33	1	2	2	1	2	4	10	3
34	2	2	3	1	3	4	12	5
35	2	2	6	2	5	5	13	5
36	3	3	7	2	7	6	14	7
37	4	3	8	2	8	9	15	9
38	5	4	8	2	9	10	18	9
39	6	6	10	3	9	11	20	12
40	8	7	12	4	11	13	23	13
41	10	8	14	5	14	14	27	15
42	12	10	18	6	17	17	29	18
43	14	11	21	10	18	20	32	21
44	17	15	26	12	21	24	36	27
45	20	18	30	15	25	26	41	32
46	24	20	33	20	33	33	49	39
47	31	24	40	26	38	38	55	43
48	37	29	46	32	44	44	63	50
49	44	36	50	38	53	55	72	56
50	52	42	56	48	62	60	79	66
51	58	50	67	61	71	65	86	71
52	66	61	73	70	78	76	90	80
53	75	70	84	80	85	86	92	87
54	85	81	89	88	91	92	95	93
55	91	92	94	93	97	97	97	96
56	98	97	97	97	98	98	99	99
57	99	99	99	99	99	99	99	99
58	99	99	99	99	99	99	99	99

TABLE 2 Cumulative Percentage Distribitions of Consonant Articulation Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1
3	2	1	1	1	1	1	3	1
4	2	1	3	1	1	1	4	2
5	4	2	3	2	5	2	7	4
6	7	4	7	5	10	4	14	8
7	14	8	12	10	17	6	24	14
8	29	18	25	19	32	22	41	24
9	52	41	54	40	56	50	62	52
10	99	99	99	99	99	99	99	99

TABLE 3 Cumulative Percentage Distributions of Digit Span Score by Month of Birth and Sex for Non-Repeating Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
2	1	1	1	1	2	2	1	1
3	17	9	19	12	18	18	23	19
4	99	99	99	99	99	99	99	99

TABLE 4 Cumulative Percentage Distributions of Spatial Relationships Raw Score by Mont of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	2	1
2	1	1	1	1	1	1	4	1
3	2	2	2	2	3	3	8	2
4	3	6	5	3	5	5	12	5
5	11	13	14	13	12	17	26	15
6	41	35	38	38	41	47	57	47
7	99	99	99	99	99	99	99	99

TABLE 5 Cumulative Percentage Distributions of Following Directions Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	2	1	2	2	2	3	4	4
1	11	5	13	11	13	14	18	13
2	33	24	43	36	38	42	49	40
3	43	37	55	49	53	56	63	53
4	99	99	99	99	99	99	99	99

TABLE 6 Cumulative Percentage Distributions of Auditory Association Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	1	2	1	1	1	5	1
1	3	1	4	2	4	3	11	5
2	8	6	8	4	8	10	16	10
3	18	17	23	15	21	22	33	28
4	40	39	47	37	49	47	57	53
5	99	99	99	99	99	99	99	99

TABLE 7 Cumulative Percentage Distributions of Processing Oral Directions Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
2	1	1	2	1	1	1	3	1
3	4	1	8	3	4	4	9	3
4	10	8	20	8	16	13	23	11
5	37	30	46	33	40	39	53	38
6	99	99	99	99	99	99	99	99

TABLE 8 Cumulative Percentage Distributions of Story: Spontaneous Recall Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	2	3	3	2	4	4	9	5
1	4	5	7	4	7	9	16	8
2	12	11	15	12	16	18	25	18
3	20	23	30	25	33	37	44	35
4	41	45	50	41	52	59	65	55
5	60	67	71	66	75	77	85	79
6	84	87	87	87	91	91	95	93
7	98	98	97	99	98	99	99	99
8	99	99	99	99	99	99	99	99

TABLE 9 Cumulative Percentage Distributions of Story: Directed Recall Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	1	1	1	1	1	3	1
1	1	1	1	1	1	1	5	1
2	1	2	3	1	2	3	9	4
3	3	4	8	2	6	9	16	11
4	11	12	17	8	20	20	31	23
5	33	34	41	36	42	46	57	51
6	99	99	99	99	99	99	99	99

TABLE 10 Cumulative Percentage Distributions of Verbal Description Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	1	1	1	1	1	3	1
1	4	5	4	3	4	5	10	5
2	31	26	31	27	35	33	41	40
3	99	99	99	99	99	99	99	99

TABLE 11 Cumulative Percentage Distributions of Language Production Raw Score by Month of Birth and Sex for Non-Repeating, Non-ESL Kindergarten Students.

	Month of Birth							
	1 - 3		4 - 6		7 - 9		10 - 12	
Raw Score	M	F	M	F	M	F	M	F
0	1	2	3	1	2	1	5	3
1	3	4	4	2	5	4	8	6
2	9	6	9	6	11	10	14	11
3	17	12	19	16	20	18	23	22
4	37	31	40	37	38	38	45	47
5	99	99	99	99	99	99	99	99

TABLE 12 Mean Raw Scores, by Sex and Month of Birth, For the Ten KLST Subtests and Total Score, Along With Analysis of Variance Test Results

Test (Maximum Possible Score)	Sex		Month of Birth				Effects		
	M	F	1-3	4-6	7-9	10-12	Sex	MOB	Sex x MOB
Consonant Articulation (10)	8.76	9.16	9.07	9.08	8.94	8.73	.01	.01	ns
Digit Span (4)	3.79	3.85	3.87	3.84	3.79	3.78	.01	.01	ns
Spatial Relationships (7)	6.28	6.36	6.43	6.42	6.33	6.10	.05	.01	.01
Following Directions (4)	2.90	3.03	3.23	2.94	2.91	2.78	.01	.01	ns
Auditory Association (5)	4.11	4.25	4.34	4.29	4.18	3.90	.01	.01	ns
Processing and Directions (6)	5.31	5.52	5.55	5.39	5.41	5.29	.01	.01	.01
Story Read Orally - Recall (8)	4.26	4.36	4.70	4.52	4.16	3.85	ns	.01	.01
Story Read Orally - Questions (6)	5.23	5.34	5.49	5.41	5.25	4.94	.03	.01	.01
Verbal Descriptions (3)	2.59	2.64	2.67	2.67	2.62	2.50	ns	.01	ns
Language Production (5)	4.22	4.31	4.39	4.32	4.26	4.09	ns	.01	ns
Total Score (58)	47.38	48.68	49.51	48.70	47.78	45.95	.01	.01	.01

TABLE 13 Results of Factor Analysis Of The Ten KLST Subtests

Subtests	Factor Loadings
Consonant Articulation	.32
Digit Span	.38
Spatial Relations	.66
Following Directions	.40
Auditory Association	.53
Processing Oral Directions	.48
Story - Recall	.58
Story - Directed Questions	.67
Verbal Description	.52
Language Production	.59

TABLE 14 Comparison of the Mean Scores on the KLST of Students Who Were and Were Not on the Speech and Language Teachers' Caseload When Tested

Variable	On Caseload	Not On Caseload
Number of Cases	165	2244
% Born July to December	63.6	50.1
% Male	59.4	50.6
% ESL	13.3	6.6
Consonant Articulation	6.98	9.05
Digit Span	3.62	3.82
Spatial Relationships	5.49	6.25
Following Directions	2.62	2.95
Auditory Association	3.28	4.16
Processing Oral Directions	4.87	5.40
Story: Spontaneous Recall	3.18	4.28
Story: Directed Recall	4.31	5.25
Verbal Descriptions	2.13	2.60
Language Production	3.07	4.25
Total Score	39.55	47.89
% With Total Score $\leq$ 50	95.2	58.0

KINDERGARTEN LANGUAGE SCREENING TEST (K.L.S.T.)

Revised 82/10

To administer the Screening Test, you will need a copy of the test for each child, the page of pictures, a chair and a piece of blank paper. Throughout these instructions, what you say is in italics and the instructions to you are in regular print.

CHILD'S NAME: ALL STUDENTS (N=2436) 51.5% Male 48.5% Female

DATE OF BIRTH: Median Age = 65 m. (____ AGE ____) DATE OF SCREENING: 82 12 ___
year month day years mos. year month day

SCHOOL: _____ CLASSROOM TEACHER'S NAME: _____

SPEECH AND LANGUAGE TEACHER'S NAME: _____

I. CONSONANT ARTICULATION

Procedure: The child's attention must be focussed on the examiner. Say, *We are going to play a word game. I'll say a word first, then you say the same word after me. Listen carefully.* Say *baby* (practise word). Now say *cow* and continue with the words. All words are given to each child. The words should be scored on the child's first response.

Say these words after me.

K	98.5 *cow*	98.8 *book*	98.5 *cookie*	____
G	98.2 *go*	98.4 *dog*	98.7 *wagon*	____
F	98.2 *fun*	97.5 *knife*	97.8 *sofa*	____
V	96.8 *van*	97.3 *stove*	97.6 *oven*	____
L	89.4 *lamp*	84.4 *ball*	87.0 *yellow*	____
R	87.7 *rabbit*	87.0 *mother*	88.0 *carrot*	____
S	83.0 *sun*	82.7 *bus*	82.6 *bicycle*	____
SH	90.3 *shoe*	89.5 *brush*	88.6 *dishpan*	____
CH	93.7 *chair*	93.2 *watch*	93.3 *ketchup*	____
TH	77.5 *thump*	75.2 *teeth*	74.7 *nothing*	____

Scoring: To score 1, the child must correctly produce the target speech sound in each position (initial, final and medial). The child must produce all ten speech sounds correctly in each position to score 10. (Maximum - 10)

II. DIGIT SPAN

Procedure: In this test, there are three possible trials in each level of difficulty. If the child scores correctly on the first trial, proceed to the next level of difficulty. Say, *listen.* Say, *1, 4.* Now say, *9, 5,* etc. at one second intervals.

(2)	(3)	(4)
____ *95*	93.9 *483*	62.4 *7425*
____ *62*	____ *729*	14.3 *3918*
____ *31*	____ *615*	6.1 *4651*

Scoring: Score 2 if the highest number of digits the child can repeat is 2. Score 3 if the highest number of digits the child can repeat is 3. Score 4 if the highest number of digits the child can repeat is 4. (Maximum - 4)

III. SPATIAL RELATIONSHIPS

Procedure: Say, *I want you to do something. Listen:*

92.3 *Stand in front of the chair.*
92.9 *Stand behind the chair.*
94.0 *Stand beside the chair.*
79.6 *Stand between the chair and the table.*
98.2 *Put your hands on your head.*
94.0 *Put your hand(s) under the chair.*
66.0 *Put your hands above your head.*

Scoring: To score 1, the child must correctly follow one command. (Maximum - 7)

IV. FOLLOWING DIRECTIONS

Materials Needed: A piece of paper.

Procedure: Say, *I'm going to ask you to do some things. Listen! Don't start until I have finished.* Give all of the commands and then pause.

80.4 *Touch your toes.*
77.6 *Clap your hands.*
85.1 *Put this piece of paper on the floor.*
___ Completed in sequence.

Scoring: Score 1 for each direction the child follows. Score 1 additional point for three directions followed in correct sequence. (Maximum - 4)

V. AUDITORY ASSOCIATION

Procedure: Say, *Which two things go together? Here's an example: knife, book, fork. Knife and fork go together. Here's another example: salt, pepper, chair. Salt and pepper go together. Which two things go together:* (Circle response.)

1. 79.2 *doll hammer nail*
2. 85.2 *shoe sock door*
3. 82.4 *pencil apple paper*
4. 78.7 *ball brush bat*
5. 83.8 *table chair hand*

Scoring: To score 1 the child must correctly name the two words used together. (Maximum - 5)

VI. PROCESSING ORAL DIRECTIONS

Materials Needed: Page of pictures.

Procedure: Say, *Look at the pictures and do what I say.*

1. 99.2 *Touch a bottle.*
2. 99.3 *Touch a big tree.*
3. 80.0 *Touch the big bottle and the little shoe.*
4. 88.5 *Touch the little tree and the little boy.*
5. 83.8 *Touch the big shoe and the little bottle.*
6. 84.9 *Touch the little tree and the big boy.*

Scoring: To score 1, the child must correctly follow the commands. (Maximum - 6)

VII. PROCESSING A STORY READ ORALLY

Procedure: Say, *I am going to read you a story. Then I am going to ask you to tell me the same story and I am going to ask you some questions. Listen until I am finished. Ready?*

Bobby is five years old. He goes to kindergarten. Bobby likes to paint pictures and play with the blocks at school. One day Bobby was crying at the paint centre. He had spilled red paint all over his new yellow shirt. Bobby thought his new yellow shirt was ruined.

1. *Now you tell me the story.* Record the child's response verbatim.

Bobby	86.2	blocks	36.8	new	53.1
5 yrs.old	44.6	crying	41.2	yellow	58.6
Kgn.	42.4	paint centre	24.3	shirt	81.7
paint	41.1	spill	75.9	ruined	47.5
pictures	8.0	red	49.4		
play	36.6	paint	82.7		

Scoring: Score 1/2 point for each correct element produced. (Maximum - 8 [16 x ½])

2. *Who is in the story?* _____ 89.1
   (Bobby)
3. *How old is the boy?* _____ 85.7
   (Five years old.)
4. *What does Bobby like to do at school?* _____ 39.1
   (Paint pictures and/or play with blocks.)
5. *What was Bobby wearing?* _____ 84.4
   (He was wearing a new yellow shirt.)
6. *Why was Bobby crying?* _____ 82.5
   (Bobby spilled (red) paint over his shirt.)
7. *How would you fix Bobby's shirt?* _____ 87.1
   (Ask mother to wash it. Get a cloth or sponge and wipe off some of the paint. Wash the shirt.)

Scoring: To score one point, the child must answer the questions correctly. Maximum - 6)

VIII. VERBAL DESCRIPTIONS

Procedure: Say, *Listen and tell me what this is.*

1. *I know something round.*
   It is good to eat.
   It grows on a tree.
   It is _____ 90.3

2. *I know something you ride.*
   It has four legs.
   It has a long tail.
   You can ride it with or without a saddle.
   It is _____ 69.7

3. *I know something you wear.*
   You wear them on your feet.
   They sometimes have laces.
   They are _____ 95.8

[1. orange, peach, plum, cherry, apricot
2. horse, donkey, camel, elephant
3. shoes, rubbers, sneakers, boots, skiboots, roller skates]

Scoring: To score 1, the child must correctly name the object described. (Maximum - 3)

IX. LANGUAGE PRODUCTION

Procedure: Say, *I am going to say a word. Then I want you to tell me something about it. (Or... use it in a story. Or... use it in a sentence. Or... tell me what it means). Listen, here is the word. Book. I read my favourite book at bedtime.*

1. *dog*	89.7	___
2. *boat*	87.4	___
3. *big*	71.5	___
4. *play*	84.2	___
5. *watch*	84.0	___

Scoring: To score 1 the student must use the word in at least a simple sentence. Score is 0 if the word is not used at least in a simple sentence. (Maximum - 5)

X. ADDITIONAL INFORMATION

(N = 172 or 6.9%)

1. E.S.L.: English is a second language for this child? ☐ Yes ☐ No

2. EXPRESSIVE LANGUAGE: The most complex structure which this child uses is....

(a) 97.6 sentence formation
(b) 0.7 phrases with a preposition
(c) 0.9 word strings
(d) 0.4 single words
(e) 0.5 other: _____

3. This child is *currently* on the Speech and Language teacher's caseload.

(N = 165 or 6.6%) ☐ Yes ☐ No

TOTAL SCORE: (maximum - 58)

ADDITIONAL COMMENTS: _____